

One Year Old Developmental Guidelines

Most of what the one year olds learn is through playing, hands on experiences and interactions/language in their environment. Instruction in a toddler class should involve engaging interactions by implementing the activities/actions listed in the developmental domains (Memory, Problem Solving, Language, Self Regulation, Cognitive Development)

Communication/Self Regulation/Relationships

- communicate verbally and through sign language
- Show pictures and introduce simple words
- acknowledge children when they communicate right away
- Respond warmly when children are having a tantrum and acknowledge feelings (I see your upset right now because...I'm sorry your sad but we can not...)
- when children hurt others, communicate: hitting hurts, soft hands
- talk to children about upcoming transitions/activities ("I'm changing Michael right now, you will be next Marie"; "You have a dirty face Johnny, I'm going to need to wipe your nose")
- Use a comfort object for security such as a blanket or toy when feeling stressed or upset
- Comfort right away when distressed
- Label and name appropriate touch (give hugs, hold hands, give space)

Cognitive Development

- Touch: Sensory boards, textures, hard/soft
 - touching others rubbing arm or back and self (skin/hair)
- Making music: Using objects to make noise; instruments-loud/quiet (incorporate positional words-shake up high/down low, shake to the side, in front, behind)
- Motion: Playing with toys in different motion-rocking, sliding, balancing
- Engage & Play: Play interactively with the children
- Positive Affirmations: Lots of praise for learning new behaviors, positive behavior with friends etc. "I'm so proud of you!" "Way to Go." "Yay, Matthew!"
- Sand/Water table: provide cups, scoops, sifters etc. (colored rice makes good sensory bin also)
- Counting one object at a time up to 5 (one to one correspondence)
- Basic shapes-Triangle, Circle, Square
- Colors

Problem Solving

- Crawl into, around, over obstacles
- Nesting cups
- Taking objects out of containers & put back in
- Play Peek a Boo
- Encourage trading toys
- Encourage signing to communicate need

Memory

- Look for hidden objects
- Talk about familiar teachers or friends when not present
- Re-read familiar stories/rhymes
- Play games involving memory
- Display pictures of familiar people
- Look for a familiar object when its not in its normal place (Keep things in consistent places so children can remember where things are kept)
- Comment when someone remembers who something belongs to (“Those are Rose’s shoes”)
- Knows what sounds animals make and can make the sounds
- Go to the correct location for a given activity (sink to wash hands, changing table for diaper)
- Recognize/Name people/animals
- Use familiar phrases (“Be right back” “See you later”)
- Sing familiar songs over and over
- Can copy a repetitive familiar word or phrase in a favorite book

Imitation/Make Believe

- Imitate actions of adults; waving “bye-bye”, brushing hair (play games and do finger plays where children can imitate actions -itsy bitsy spider, head shoulders knees and toes)
- Play with toys as they were intended (pretend to drink out of a cup, pretend to talk on a phone)
- Pretend to feed doll or stuffed animal

Main Theme topics:

Animals: Farm, Zoo, Domestic

Insects: spider, ant, fly

Things that go: Airplane, Boat, Car, Train

Fruits and Veggies: Banana, Apple, Carrot, Beans

Families

Clothing

Body Parts